DOCUMENT RESUME

ED 359 571 CS 508 209

AUTHOR Novak, Donald E.
TITLE Cultural Diversity: Preparing Communication Majors for the Real World.
PUB DATE Feb 93
NOTE 35p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Communication (Thought Transfer); Course Content; *Cultural Awareness; *Cultural Pluralism; *Curriculum Development; Higher Education; Introductory Courses; Social Bias; *Speech Communication; Undergraduate Students
IDENTIFIERS Speech Communication Education; *University of Alaska Fairbanks

ABSTRACT

The Department of Communication at the University of Alaska, Fairbanks restructured its major requirements to prepare majors for a multicultural world. After constructing a new mission statement, the faculty reviewed the requirements for its majors to see how much the current major requirements supported the mission. Four conclusions were reached. The faculty: (1) agreed that all majors should have exposure to issues related to cultural diversity; (2) concluded that a single exposure would not be enough for majors to be able to understand how cultural diversity affects the communication process across varying contexts; (3) broadened the concept of culture to include other diversity issues such as gender, ethnicity, age, ability, and sexual preference; and (4) set a goal to integrate all of this information surrounding diversity to the communication process itself, and therefore across the entire curriculum. Two new courses were established--a basic oral communication core course and a course called "Communication and Diversity." The dialog that emerged and is still continuing among the faculty regarding communication and diversity has clarified and identified issues that are central to the discipline. Restructuring was accomplished by integrating vertically and horizontally cultural diversity issues into every course in the curriculum. (The mission statement, new and old course requirements, and detailed syllabi for the two new courses are attached.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED359571

CULTURAL DIVERSITY:
PREPARING COMMUNICATION MAJORS FOR THE REAL WORLD

A Paper Presented at the
Western States Communication Association
Annual Convention
February 13 - 16, 1993

Donald E. Novak, Ph.D.
University of Alaska Fairbanks
Fairbanks, Alaska 99775-1500
Bitnet: FFDEN@ALASKA
(907) 474-7405

CS508209

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Donald Novak

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

CULTURAL DIVERSITY:

PREPARING COMMUNICATION MAJORS FOR THE REAL WORLD

Introduction

There has been a consistent call for inclusion of different "world views," "non-White male, Eurocentric" models and approaches, in the communication classroom. One argument for inclusion has to do with the increasing diversity of the American, and therefore college classroom, population (Adams, 1992, Koester & Lustig, 1991). Since our students have come to represent a greater diversity of cultures, races, etc., we need to speak to their needs and to them directly and so must modify our curricula to include their perspectives.

Another argument is that we have left out others, excluded them from our discipline, and need to correct this wrong. We need to include other (e.g. women's and minorities') viewpoints in order to get a more complete picture of that which we study (Collett & Serrano, 1992).

Both arguments have resulted in changes. Increasingly, our textbooks incorporate chapters on culture, gender, and minority issues, and have done so across contextual areas. For example, see DeVito's Messages: Building Interpersonal Communication Skills (comparing the first and second editions), and Brilhart and Galanes' Effective Group Discussion (comparing the sixth and seventh editions).

But are these changes enough? Are they the best way to

prepare our majors for a world of diversity? Is an add-on approach enough to give them an appreciation for all of the diversity issues they will encounter outside of the University? How do we prepare our majors to increase their effectiveness in dealing with cultural diversity? Surely a single subject matter course is not enough, nor are a few chapters "added on" to traditional texts (for an extended discussion of this issues see Collett & Serrano, 1992). Such approaches may sensitize students and give them an overview of critical issues, but how these issues relate to the breadth of specific communication encounters the student will experience upon graduation is not addressed.

An integrated approach would appear more effective in preparing communication majors for the real world of diversity. This paper presents the results of the University of Alaska Fairbanks' (UAF) restructuring of major requirements in order to prepare majors for a multicultural world. First, we will explore the overall goals of the major, then how current course offerings were changed and new courses were instituted in an effort to strengthen the student's integration of the key concepts associated with communication and diversity.

Goals for Speech Communication Majors: Cultural Diversity

UAF has a mission that clearly states the importance of helping students understand and become appreciative of cultural diversity. In attempting to support this mission, the Department of Speech Communication critically examined its mission. A copy

of the new mission is in Appendix A. After constructing a mission, the faculty decided to review the requirements for its majors to see how much the current major requirements supported the mission (see Appendix B for the old requirements).

Four important conclusions came out of an on-going discussion related to this examination. First, the Faculty agreed that all majors should have exposure to issues related to cultural diversity. The department already offered a course in Intercultural Communication. However, major requirements did not mandate that students take the course. The course was an option that students could take in order to meet requirements. Due to the size of the department, course offerings rotate on a once-every-two-years basis. So, majors pick up courses as they can. But to require this single course (which is very popular with nonmajors as well) would create a difficult situation.

Second, the Faculty concluded that a single exposure would not be enough for majors to be able to understand how cultural diversity effects the communication process across varying contexts. We agreed that majors should repeatedly be exposed to cultural diversity principles throughout the curriculum. An important part of this discussion included exploring what was meant by "cultural diversity."

The third conclusion came out of this discussion. The Faculty broadened the concept of culture to include other diversity issues such as gender, ethnicity, age, ability, and sexual preference. Researchers (such as Gudykunst, 1991;

Gudykunst & Ting-Toomey, 1988; Gudykunst & Kim, 1984; Madrid, 1988; and Sarbaugh, 1979) support such an inclusionary framework. The expansion allows majors to see the important issues raise by intercultural communication to be related to other issues of diversity.

And finally, the faculty set a goal to integrate all of this information surrounding diversity to the communication process itself, and therefore across the entire curriculum. The goal was to integrate vertically and horizontally the curriculum around a cultural diversity focus.

Restructuring of the Major

Once the goals were established, discussions and negotiations were conducted regarding the restructuring of the major to achieve the goals (See Appendix C for a copy of the new requirements). Two new courses, one at the freshman and one at the sophomore level, were established in order to provide a foundation that would set the stage for additional exploration of cultural diversity issues within the curriculum. The first course is an introduction to the discipline of Human Communication in general.

A basic oral communication core course is required of all undergraduates that is presentation skills focused. This has been the introduction to the major prior to restructuring. In order to bring integration into the curriculum, we decided to provide a course that would give a broad introduction to the

discipline, including the history of communication, exposure to the different approaches to conceptualizing communication, the various research tools used to increase our understanding of human communication, and the contexts in which communication researchers focus their efforts. Evidenced in and integrated throughout the course (explicitly and implicitly) is the understanding that a rich diversity of ways to conceptualize, investigate, and apply knowledge of the human communication process exist (See Appendix D for a copy of this course syllabus).

The second course in the major sequence is Communication and Diversity. This course builds on the student's understanding of human communication by focusing entirely on the communication process per se and in particular the social cognition aspects (intrapersonal communication processes), that give rise to diversity, and then sustain these distinctions. Perceptual effects on the communication process, the use of language to structure thought, the way we erect images that we look for and then sustain, the perceptual processes of selection, closure, familiarity, and generalization are discussed as well as their relationship to our making of meaning (semiotics) and then acting on that meaning. Naturally both nonverbal and verbal codes are included in the discussion.

Students are required to investigate how this process of human communication creates diversity and sustains it and has the potential for transcending it, in terms of a specific identified

group (women, minorities, young people, old people, homosexuals, handicapped individuals, immigrants, etc.). (See Appendix E for a copy of this course syllabus).

The Faculty felt that these two foundational courses would give majors enough breadth of the discipline and diversity issues to begin the process of looking at depth. To provide depth, majors are now required to take a course that deals specifically with an area of communication and diversity: Women and Communication or Intercultural Communication. Students are exposed to diversity at much greater depth, including theory, research, and application related to specific area.

Faculty also agreed to include issues of cultural diversity in every course taught. Whether majors are studying research methods or theory, or topical areas such as persuasion, interpersonal, group, organizational, family, advanced public speaking, language, listening and interviewing, business and professional communication, cultural diversity issues are examined by way of reading, lecture, discussion, and assignments.

Thus, majors are given the breadth of the discipline and diversity issues, required to deepen their understanding of a specific area of diversity, and then repeatedly exposed to diversity issues related to all of the contexts, methods, and approaches to human communication.

Benefits to Majors and Minors

The intended benefits for our majors are twofold. First,

they will have an understanding of how communication and diversity issues are linked inextricably with one another, rather than having a sense of the products of the process that creates such diversity. Students will have examined the specific products of the communication process as well, developing depth in their understanding of and appreciation for a particular area of diversity. Armed with this understanding, students will be able to approach other diversity issues with a notion of how they are created and sustained through the communication process and also how communication can also be used to transcend the diversity that was created. Minors will also benefit from this emphasis as they will be similarly exposed to the same issues over a variety of courses.

Benefits for Nonmajors

Nonmajors will have the opportunity to link all issues related to diversity to the communication process. This should increase their awareness of the need for understanding the nature of human communication, its central role in human society, and how it can both lend to and take away from issues of diversity.

Benefits for Faculty

The faculty have benefited as well. The dialog that emerged and is still continuing regarding communication and diversity has clarified and identified issues that are central to our discipline. We have all had to find ways to incorporate the

basic cultural diversity perspective into our courses at all levels (freshman to senior) and ways to illustrate our points with diverse examples. Whether in Argumentation and Debate, Small Group Communication, Public Speaking, Listening and Interviewing, Rhetorical Analysis, Communication Methods, Persuasion, Nonverbal Communication, Organizational Communication, Family Communication, Language and Communication, Rhetorical Theory or Communication Theory, issues of diversity are actively incorporated, and students are encouraged to enrich their understanding of these areas.

Conclusion

The University of Alaska Fairbanks Department of Speech Communication took Gudykunst (1991) seriously when he stated:

> In trying to develop a way to explain communication between people from different cultures, I came to see that the variables operating when we communicate -- interculturally are the same as when we communicate intraculturally. I, therefore, now see the process underlying intercultural and intracultural communication as the same (x).

We have restructured our major to afford students the opportunity to explore the process of communication in depth, including how it gives rise to and sustains diversity and also has the potential to transcend the diversity. The goal is to provide students with a strong, focused foundation of knowledge and

skills that will help them to deal effectively with the reality of a culturally diverse world. This was accomplished not by instituting an add-on strategy, but by integrating vertically and horizontally cultural diversity issues into every course in the curriculum.

REFERENCES

Adams, M. (1992) "Cultural inclusion in the American college classroom." In L.L.B. Border & N.V.N. Chism (Eds.) Teaching for diversity (5-17). San Francisco, CA: Jossey-Bass.

Collett, J. & Serrano, B. (1992) "Stirring it up: The inclusive classroom. In L.L.B. Border & N.V.N. Chism (Eds.) Teaching for diversity (35-48). San Francisco, CA: Jossey-Bass.

Gudykunst, W.B. (1991) Bridging differences: Effective intergroup communication. Newbury Park, CA: Sage.

Gudykunst, W.B. & Kim, Y.Y. (1984) Communicating with strangers: An approach to intercultural communication. New York: McGraw-Hill.

Gudykunst, W.B. & Ting-Toomey, S. (1988) Culture and interpersonal communication. Newbury Park, CA: Sage.

Koester, J. & Lustig, M.W. (1991) "Communication curricula in the multicultural university." Communication Education, 40, 250-254.

Madrid, A. (1988) "Diversity and its discontents." Black Issues in Higher Education, 5, 6, May, 10-11, 16.

Sarbaugh, L. (1979). Intercultural communication. New Brunswick, NJ: Transaction Books.

APPENDICES

APPENDIX A

MISSION STATEMENT: DEPARTMENT OF SPEECH COMMUNICATION

Research in the discipline of Speech Communication focuses on understanding the processes that occur when individuals interact or link with one another, whether in interpersonal, small group, family, organizational, or public situations. Research and teaching in the discipline examine direct verbal and nonverbal interaction, as opposed to mediated or written interaction, and conceptualize human communication processes as social phenomena, rather than as psychological phenomena. Research and teaching in Speech Communication acknowledge that communication in these social situations is characterized by diversity among participants, especially in gender, cultural background, and belief: diversity that is increasingly apparent in an ever more complex and interdependent global society.

Teaching in the discipline of Speech Communication has two emphases. The primary emphasis is providing students with an understanding of the processes that occur when individuals link with one another in social interaction. Upper division courses utilize theory and research in the discipline with the goal of developing the abilities of majors and minors both to make informed, critical analyses of their own and others communicative acts, and to apply their knowledge in facilitating effective, empowering communication in social situations characterized by diversity in gender, cultural background, and belief. A secondary emphasis, most prominent in lower division courses, is providing students with an understanding of human communication that will assist them in developing their personal abilities to communicate with diverse individuals in a variety of social situations.

Requirements

APPENDIX B

Speech Communication — B.A. Degree

1. Complete the general university degree requirements and B.A. degree requirements, including one of the two Fundamentals of Oral Communication courses required in the Core Curriculum. The course completed as part of the Core Curriculum may not be used to meet the requirements of the Speech Communication Major listed in section 2.
2. Complete a minimum of 30 credits in approved Speech Communication courses. The courses must be distributed as follows:

100 level courses ..... 3 credits
200 level courses ..... 6 credits
300 level courses ..... 12 credits
400 level courses ..... 9 credits

COURSES	*Credits*
100 Level	
SPC 131 — Fundamentals of Oral Communication-Group Context	3
SPC 141 — Fundamentals of Oral Communication-Public Context	3
200 Level	
SPC 222 — Fundamentals of Interpersonal Communication	3
SPC 225 — Listening and Interviewing	3
SPC 231 — Business and Professional Communication	3
SPC 251 — Argumentation and Debate	3
SPC 261 — Oral Interpretation	3
300 Level*	
SPC 320 — Communication and Language	3
SPC 321 — Nonverbal Communication	3
SPC 330 — Intercultural Communication	3
SPC 331 — Advanced Group Communication	3
SPC 335 — Organizational Communication	3
SPC 342 — Advanced Public Speaking	3
SPC 351 — Communication and Women	3
SPC 352 — Family Communication	3
400 Level*	
SPC 401 — Communication Research Methods	3
SPC 422 — Interpersonal Communication	3
SPC 425 — Communication Theory	3
SPC 441 — Persuasion	3
SPC 443 — Rhetorical Theory	3
SPC 475 — Speech Communication in Education and Training	3
SPC 482 — Seminar in Speech Communication	3

3. Minimum credits required 130

*With approval of advisor, an appropriate level Speech Communication course not listed in this group may be used to meet 3 credits of this requirement.

MINOR in Speech Communication:

A minor in Speech Communication requires the completion of 15 credits in Speech Communication courses beyond the courses taken to satisfy the university oral communication requirement. At least 6 of the credits must be at the 300 level or higher. Up to 6 credits used to fulfill minor requirements may be used at the same time to fulfill major or general distribution requirements. A minor program requires the approval of the Speech Communication faculty in advance of declaring the minor, preferably no later than the first semester of the student's junior year.

BEST COPY AVAILABLE

APPENDIX C

College of Liberal Arts
Department of Speech Communication

Degree: B.A.
Minimum Requirements for Degree: 120 credits

Course work in Speech Communication prepares an individual to handle the challenges of communicating effectively in a rapidly changing world characterized by diversity in gender, cultural background, and belief. The major and minor programs in Speech Communication provide the student with a comprehensive background in the discipline in preparation for employment or further education. Individuals majoring in a wide variety of other disciplines will also find Speech Communication electives to be valuable additions to their programs.

SPEECH COMMUNICATION - B.A. DEGREE

1. Complete the general university degree requirements and B.A. degree requirements, including one of the two Fundamentals of Oral Communication courses required in the Core Curriculum.

2. Complete the following requirements for the major:

SPC 180 - Introduction to Human Communication .... 3 credits
SPC 280 - Communication and Diversity..... 3 credits
EITHER SPC 330 - Intercultural Communication
OR SPC 351 - Communication and Women..... 3 credits
EITHER SPC 401 - Communication Research Methods AND
SPC 343 - Rhetorical Theory
OR SPC 451 - Rhetorical Analysis AND
SPC 425 - Communication Theory..... 6 credits
It is strongly recommended that majors take both SPC 343 and SPC 425

3. Complete a minimum of 15 additional credits, 9 of which must be at the 300 or 400 level.

COURSES

200 Level
SPC 222 - Fundamentals of Interpersonal Communication 3
SPC 225 - Listening and Interviewing 3
SPC 231 - Business and Professional Communication 3
SPC 251 - Argumentation and Debate 3

300 Level*
SPC 320 - Communication and Language 3
SPC 321 - Nonverbal Communication 3
SPC 330 - Intercultural Communication** 3
SPC 331 - Advanced Group Communication 3
SPC 335 - Organizational Communication 3
SPC 342 - Advanced Public Speaking 3
SPC 343 - Rhetorical Theory** 3
SPC 351 - Communication and Women** 3
SPC 352 - Family Communication 3

400 Level*
SPC 401 - Communication Research Methods ** 3
SPC 422 - Interpersonal Communication 3
SPC 425 - Communication Theory** 3
SPC 441 - Persuasion 3
SPC 451 - Rhetorical Analysis** 3
SPC 475 - Applied Communication in Training & Development..... 3
SPC 482 - Seminar in Speech Communication 3

4. Minimum credits required 120

*With approval of advisor, an appropriate level special topics or independent studies course in Speech Communication may be used to meet this requirement.

** If not taken to fulfill requirement 2, above.

MINOR in Speech Communication:
A minor in Speech Communication requires the completion of 15 credits in Speech Communication courses beyond the course taken to satisfy the university oral communication requirement. These 15 credits must include SPC 180 and SPC 280 and at least 6 credits at the 300 level or higher. Courses designated as social science that are taken for the minor may also be used to fulfill social science distribution requirements for the B.A. degree.

APPENDIX D

Speech Communication 180 Robert B. Arundale

INTRODUCTION TO HUMAN COMMUNICATION

A BRIEF DESCRIPTION AND SOME GOALS FOR THE COURSE:

Almost every moment of your waking hours is filled with communication--we live in a sea of communication just as a fish lives in the ocean. And like the fish who is not aware of the water that surrounds it, we as humans are not aware of the communication that surrounds us. Speech Communication 180 is intended to make you more aware of the communication that surrounds you, and of how important it is to your existence as a human being. Along the way, you will be introduced to some of the basic concepts we have learned to help us think and talk about the communication we are all involved in, and you will learn how people go about learning even more about human communication, or in other words, about how communication research gets done. And as we work toward these goals, you will also become more skilled in thinking critically about concepts--something which that fish will never do!

As a member of this class, you will be involved sharing your ideas with others in large and small groups, though you will not have to prepare a formal speech or presentation to the others in the class. For that reason, SpC 180 does not fulfill the Core Curriculum requirement for Oral Communication. In other words, SpC 180 is not a substitute for SpC 131X or 141X, though it will certainly help you when you take one of those courses, if you have not done so already. You will have to write two short papers during the semester, one or both of which will involve basic skills in using the library.

Some more specific goals: By the end of the semester, each person should:

1) Have developed his or her ability to think critically, particularly about the concept of communication, and about other concepts that are part of understanding human communication.

2) Be able to identify and describe what is involved in human communication in interpersonal, small group, public, organizational, and intercultural settings.

3) Recognize that human communication takes place in an increasingly pluralistic world, characterized by diversity in gender, cultural background, and individual beliefs, for example.

4) Have developed a good understanding of the logic and goals of social scientific research, especially as applied to human communication behavior.

5) Be able to identify and describe the conceptualizations of human behavior that distinguish the study of human communication from research in psychology, sociology, and anthropology.

6) Have developed a greater appreciation of the complexity of human communication, and of its place in the development and maintenance of our social realities.

ASSIGNMENTS AND EXPECTATIONS:

The last page of this handout includes an "outline syllabus" giving key topics and some of the readings, so that you will have some idea of the basic structure of the course. The outline syllabus is not complete because it does not list all reading assignments. We need some flexibility to move faster or slower, or to rearrange assignments depending on what is happening in class. For that reason, and because it is important for you to keep current with the reading, reading assignments will be made in class on a day-to-day basis. If you want to read ahead, you should or ask me what we will be working on. I will not repeat the reading in class--I expect you to have done the reading so that you can actively use and question the ideas when you come to class.

There is a moderate amount of reading required for SpC 180. If you do not keep current with the reading, you will get behind pretty quickly. If you get behind, several things will happen: 1) Classes won't seem very interesting, because <u>you</u> won't know exactly what others are talking about; 2) If you try to "b.s." your way through a group discussion anyway, others will probably figure out that <u>you</u> don't know what you're talking about; 3) If you choose to simply not take part in class because you're behind, <u>you</u> won't be learning nearly as much as you could be; and 4) If you're behind, you won't be able to "catch up" for the tests, and <u>you</u> won't do well on them!

The texts for the course are:

(1) HUMAN COMMUNICATION: THEORY AND RESEARCH, by Dahnke & Clatterbuck, Wadsworth, 1990.

(2) A set of reprints of material not otherwise available. THESE REPRINTS ARE NOT AVAILABLE FROM THE BOOKSTORE! More information on availability of these reprints will be available in the next couple of weeks. More specifically, during the semester we will read articles on special issues that have been taken from a number of different sources. These articles are not supplementary materials, but an integral part of the course, and they will be assigned and treated like the texts. It is for this reason that they have not been placed on reserve. I anticipate the cost of these reprints to be between five and seven dollars, and I will let you know later both when and how to get a copy for yourself.

In addition to keeping up with the reading, you have another important responsibility that is related to the texts, as well. If you want SpC 180 to be just another "so-so" course, all you have to do is simply accept what the various authors say (and what I say) without putting much thought into it, or without voicing your ideas. If you want SpC 180 to be a "good" course, you will have to study what they say carefully, think about how it might be useful for you with regard to understanding your own communication, and explore, examine, question, and discuss your ideas with others in class.

And one other important expectation: All work in class, on papers, and on tests for this course is to be performed in a manner consistent with the Academic Honor Code. If you are not familiar with all aspects of the code, get a copy of the current Class Registration Schedule and READ the Honor Code!

OFFICE AND OFFICE HOURS:

Room 404-A, Music/Fine Arts; Phone 474-6799
Monday: 11:30 to Noon, and 2:00 to 3:00 PM
Wednesday: 11:30 to Noon
Friday: 11:30 to Noon, and 2:00 to 3:00 PM
Other times are possible, but only if we make an appointment in advance. I cannot guarantee to be in my office at other times, or to be able to meet with you if I am there.

GRADING:

The final grade for SpC 180 has six parts:

1)	First paper (2 to 3 pages)	--15%
2)	First test	--15%
3)	Second paper (5 to 6 pages)	--25%
4)	Second test	--15%
5)	Third test	--20%
6)	Lab grade (see below)	--10%

The final grade for the course will be determined by averaging the six separate grades (with their appropriate weights) and rounding off to the nearest final grade (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, etc.)

Lab Grade: In many respects SpC 180 is a theory course and lab course combined into one. In many lab courses on campus, you gain experience with concepts by doing experiments or working with materials of some kind, and then prepare reports about your experience to turn in to your instructor. Usually you can make up a lab if you miss it, because the experiment can be done again and the materials stay the same.

In the lab part of SpC 180, you'll gain experience with communication concepts and critical thinking by working with other people in communication exercises, and then examining and discussing your experiences with others. The difference between SpC 180 and other lab courses is that in SpC 180 you cannot make up a lab, because you cannot repeat a communication experience. Communication experiences never repeat themselves in exactly the same way, especially when they involve other people.

This means you CANNOT "make up" the communication exercises and discussions that are an integral part of this course. You can't do a communication exercise when you are alone in your room, or discuss it with people who aren't part of the class, and you can't read a book to substitute for a small group

interaction. This means that you must be in class on a regular basis to gain the experience with concepts provided by the lab part of the course. For this reason, the lab part of the course grade is based on your attendance. This lab grade is 10% of the final grade, and for this class is determined as follows:

3 days or less absent (1 week)	= 4.0 for lab grade
4 days absent	= 3.3 for lab grade
5 days absent	= 2.7 for lab grade
6 days absent (2 weeks)	= 2.0 for lab grade
7 days absent	= 1.3 for lab grade
8 days absent	= 0.7 for lab grade
9 days or more absent (3 weeks)	= 0.0 for lab grade

The number of days absent includes all reasons for absence, including illness, as well as reasons like being out of town, team sports, family matters, court appearance, etc. There are nc ways to make up a missed class and no excused absences. Note also that attendance means not only being in class but also being actively involved in what is happening. If you are late to class, you will severely limit your ability to participate, and you cannot expect the class to stop to include you in what is going on. You will have missed key parts of the work, whether it's a general class discussion or a communication exercise.

Tests: The three tests during the semester will cover the reading and class material to that point in the course (that is, the second test will cover only material following the first test). Questions for these tests will come in part from questions you submit, with editing and additional questions contributed by me. Both tests will be graded as follows: 92% correct = 4.0, 87% correct = 3.5, 82% correct = 3.0, 77% correct = 2.5, etc.

First Paper: The first paper asks you to write a short paper in which you apply ideas or concepts from the course in examining or discussing a communication event or situation in your own personal experience. The goal of the first paper is to ask you to apply the concepts you have learned in analyzing communication in which you have taken part.

The paper will be due during the eighth week, and should be about 600 words long (2 to 3 pages). I will ask you to turn in a draft version of this paper about a week before it is due, in roder to be able to give you some feedback on your writing and ideas. More information on the paper will be available well in advance. The criteria I will use in grading the first paper are these:

--Level of understanding of concepts drawn from the course.
--Level of ability to recognize how these concepts affect or are involved in one's own communication experience.
--Level of ability to analyze how these concepts affect or are involved in one's own communication experience.
--Clarity in writing and presenting ideas.

Second Paper: The second paper asks you locate and read a research study on one aspect of human communication, to apply your critical thinking skills in examining it, and to write about your evaluation of the study and its value or application in telling us more about our communication. While this paper may at first sound challenging, you will be learning how to do this type of critical evaluation and actually practicing it in class during the latter part of the course. The goal of the second paper is to help you better understand the value of research in helping us learn about human communication.

The paper will be due during the last week of classes, and should be about 1200 words long (maximum 6 pages). Again, I will ask you to turn in a draft of the paper about a week before it is due, so that I can give you some feedback. More information on the nature of the paper and on its format will be available later. The criteria I will use in grading the second paper are these:

--Level of understanding of concepts drawn from the course.
--Level of ability to recognize how concepts from the course apply to the research being examined.
--Level of ability to recognize strengths and weaknesses in the research being examined.
--Clarity in writing and presenting ideas.

Standards for Grading: It is hard to develop an exact statement of what each grade means, but it is possible to set out a general description of standards. I will use these standards when I consider the grades for the papers.

2.0 or C = Work revealing an average or tentative understanding of concepts or positions. Basic ability to utilize concepts, to recognize, analyze or understand strengths or weaknesses in a position or in concepts employed. In general, that understanding and ability to use the concepts and information which is expected of everyone to just "get along" in the course.

3.0 or B = Work revealing a firm or positive understanding of concepts or positions. Moderately well-developed ability to utilize concepts, recognize, analyze, or understand strengths or weaknesses in a position or in concepts employed. In general, work showing an ability to analyze, integrate, evaluate, or apply the concepts or information which is clearly beyond the level of "reading and restating" the information gathered. The work is clear and shows both some depth and some ability to approach the problem from different perspectives.

4.0 or A = Work revealing a strong understanding of concepts. Careful and creative utilization of concepts, a well developed ability to recognize, analyze, and understand strengths and weaknesses in a position or in concepts employed. In general, work showing thorough attention to a problem, as well as a solid ability to analyze, integrate, and evaluate the concepts and information gained. The work is very clear and shows considerable depth, as well as a strong awareness of the assumptions underlying it.

OUTLINE SYLLABUS:

Week 1: Introduction to and expectations of the course. Critical thinking regarding the myth of idea transmission. Readings: Handouts by Cartier, Schneider, et al.

Week 2: Basic concepts in communication: Meaning and perception as psychological and social processes. Readings: Handouts, Dahnke & Clatterbuck selections

Week 3: Human communication as a social process of coordinating meaning and of constructing social realities. Readings: Handouts

Week 4: Critical thinking in analyzing prominent definitions of communication used studying human communication.

OCTOBER 2 (FRI.): FIRST TEST

Week 5: Key concepts in interpersonal and small group communication. Readings: Dahnke & Clatterbuck chapters

Week 6: Key concepts in organizational and intercultural communication. Readings: Dahnke & Clatterbuck chapters

Week 7: Key concepts in public communication. Readings: Dahnke & Clatterbuck chapters, reprint articles.

OCTOBER 23 (FRI.): DRAFT OF FIRST PAPER DUE

Week 8: Introduction to nature and goals of scientific inquiry into human communication. Readings: Dahnke & Clatterbuck chapter, reprint articles.

OCTOBER 30 (FRI.): FIRST PAPER DUE

Week 9: Example of scientific inquiry into human communication; critical thinking on strengths & weaknesses. Readings: Leavitt & Mueller article.

Week 10: The conduct and logic of scientific research; concept of a statistic and its use in research. Readings: Rosenthal & Jacobson study, reprint articles.

NOVEMBER 16 (MON.): SECOND TEST

Week 11: Introduction to nature and goals of critical inquiry into human communication; conduct and logic of critical research; types of critical inquiry. Readings: reprint articles

Week 12: Example of critical inquiry in to human communication; critical thinking on strengths and weaknesses. Readings: Hocking study, reprint articles

Week 13: Overview of scientific and critical modes of inquiry in specific social sciences: psychology, sociology, anthropology, and communication. Readings: reprints

DECEMBER 4 (FRI.): DRAFT OF SECOND PAPER DUE

Week 14: Brief history of the discipline of human communication; critical thinking to identify key issues in the conceptualizations of human behavior that distinguish human communication from inquiry in psychology, sociology, and anthropology.

DECEMBER 14 (MON.): SECOND PAPER DUE (LAST DAY OF CLASS)

DECEMBER 18 (FRI.): 10:15AM -- THIRD TEST (FINAL EXAM HOUR)

APPENDIX E

Department of Speech Communication
University of Alaska Fairbanks

SpC 280: COMMUNICATION AND DIVERSITY

SYLLABUS

Required Texts: The Psychology of Human Communication, by Blaine Goss

Bridging Differences: Effective Intergroup Communication, by William B. Gudykunst

Various articles on reserve at Rasmuson Library

Purpose of the Course: To provide students with a cognitive and experiential foundation for understanding how the communication process works in the context of diversity with an in depth examination of those processes and products of processes that lead communicators to devalue differences in one another.

Specific Course Objectives: Upon successful completion of this course you will be able to

- Demonstrate an understanding of how the communication process works when we encounters others who are different from ourselves.
- Explicate how we perceive, gather, store and retrieve information in ways that create expectations that affect our interactions with others whom we perceive as different from ourselves.
- Understand how differences in age, ability, culture, ethnicity, gender and other forms of diversity occur and affect the communication process.
- Develop an appreciation of how communicators view others who are different as "strangers."
- Demonstrate an awareness of how communicators attribute their own meaning to a "stranger's" behavior.
- Understand how "strangers" are affected by and respond to such classifications and how those who classify others as "strangers are affected by and respond to such classifications.
- Demonstrate the motivation, knowledge and skills associated with a competent communicator in resolving conflict, developing relationships, and building community in a context of diversity.

SpC 280 - COMMUNICATION AND DIVERSITY

Approach to teaching and learning: I believe that learning occurs best in an environment that supports everyone taking risks. Usually this means sharing what one knows with others. By sharing our experience we also reveal what we do not know. I invite you to make yourself comfortable with this process of learning. I would like to start by making my expectations for our time together explicit and as clear as I can, hoping this will encourage you to do likewise.

We will explore our topic from cognitive, affective and behavioral points of view. Simply put, we will explore new ways of thinking about communication and diversity that develop and deepen our understanding. New feelings may also emerge, not only about specific topics, but also about ourselves and others. Finally, we will add to our behavioral repertoire, giving ourselves new choices of action in a variety of communication situations. My goal is to have us accomplish this in a climate that will encourage risk taking and exploration, with a motto that it is OK to make mistakes, since that is one of the ways we learn.

Assignments and Grades: Assignments will not be accepted after due date and cannot be made up unless negotiated with the instructor prior to the due date. No "extra credit" type of assignments will be given. Assignments can be turned in before the due date to receive feedback. Grades are not curved and are assigned based upon the following:

LIST OF ASSIGNMENTS	
Midterm:	20
Final:	20
Group Project-Written Report:	10
Group Project-Oral Report:	10
Group Project-Analysis:	10
Journal:	20
In Class Participation:	10
TOTAL:	100 points

GRADING SCALE
A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
below 60, try again.

Attendance: Since your active participation is required for the successful completion of this course, attendance is mandatory. Points will be deducted for missed classes. The following deductions will apply uniformly to all absences: 0-1 absent days, 0 points deducted. Thereafter, one (1) point will be deducted for each day missed.

SpC 230 - COMMUNICATION AND DIVERSITY

EXPLANATION OF ASSIGNMENTS

Midterm and Final: These exams will test your knowledge of the material presented in the text, lectures, and class discussions. Both exams will include true/false, multiple choice, and short-answer essay questions.

Group Project: You will participate in a group that will explore a specific category of people who are sometimes labeled as "strangers" in depth. You will do library and other types of research (such as interviews, observation, etc.) in an effort to increase your understanding of these communicators. Three graded assignments will result from this project.

Written Report. Your group will determine which community of communicators you would like to know more about, and then assign specific elements of the research to each group member. You will submit a written report of the results of this research to your group and instructor. You will receive an individual grade for this assignment.

Oral Report. Your group will then use these research reports to develop and design a presentation to the class that will demonstrate what has been learned, using lecture, discussion, and experiential exercises. All group members must participate equally in the presentation. The group will be given a single grade for this part of the assignment. All group members will receive this same grade for this portion of the Group Project.

Written analysis. Finally, you will submit a brief written analysis of the experience you had working in your group, drawing on the course content as your analytical tools.

Journal: I would like for you to maintain a log of your reactions to each class activity you participate in. You will hand this log in twice, and will receive credit for the quality of your entries and your overall class participation.

Participation: The topics covered in this course will require your active in-class participation. By "active in-class participation," I mean that you come to class prepared to discuss concepts from the assigned reading, that you add to class discussions by practicing active listening, offering your point of view in a constructive fashion, and that you willingly engage in class activities. Missing class repeatedly or not actively participating will lower your grade. If you must miss class or are having difficulty participating in any way, notify me immediately so we may discuss your options.

SpC 280 - COMMUNICATION AND DIVERSITY

TENTATIVE COURSE OUTLINE

Date	Day	#	Topic/(ASSIGNMENTS DUE)	Required Reading* BD	PHC	RES
1/14/93	Th	1	Introduction and Course Overview			
1/19/93	Tu	2	Communication Theory			
1/21/93	Th	3	Communicating with Strangers	1		
1/26/93	Tu	4	Perception		1	
1/28/93	Th	5	Perception (Continued)		2	
2/02/93	Tu	6	Effective Communication with Strangers	2	3,4	
2/04/93	Th	7	Gathering, Storing and Retrieving Info			1
2/09/93	Tu	8	Understanding Diversity	3		
2/11/93	Th	9	Our Expectations of Strangers	4		2
2/16/93	Tu	10	Attributing Meaning to Strangers' Behav	5	5	
2/18/93	Th	11	Language		6	
2/23/93	Tu	12	Being Perceived as a Competent Communi	6		
2/25/93	Th	13	Self Concept (LOGS DUES)		7	
3/02/93	Tu	14	MIDTERM		8	
3/04/93	Th	15	Attitudes		9	
3/09/93	Tu	16	Listening		10	
3/11/93	Th	17	Speaking			
3/16/93	Tu	--	SPRING BREAK			
3/18/93	Th	--	SPRING BREAK			
3/23/93	Tu	18	Applying our Knowledge and Skills	7		
3/25/93	Th	19	Resolving Conflict			
3/30/93	Tu	20	Resolving Conflict (Continued)			
4/01/93	Th	21	Developing Relationships (Group Project - Written Reports due)			
4/06/93	Tu	22	Developing Relationships (Continued)			
4/08/93	Th	23	Developing Community			
4/13/93	Tu	24	Developing Community (Continued)			
4/15/93	Th	25	Group Project - Oral Reports			
4/20/93	Tu	26	Group Project - Oral Reports			
4/22/93	Th	27	Group Project - Oral Reports			
4/27/93	Tu	28	Group Project - Oral Reports			
4/29/93	Th	29	Course Wrap up (LOGS DUE) Final Exam during scheduled period (Group Project - Written Analysis due)			

*Reading assignments should be completed prior to the start of the class for which they are assigned. PHC=Psychology of Human Communication; BD=Bridging Differences: Effective Intergroup Communication; both refer to chapter number. RES=Articles on reserve at the library; number refers to list on the following page.

SpC 280 - COMMUNICATION AND DIVERSITY

Articles on Reserve at Rasmuson Library

1. Abeyta, C. J. & Steinfatt, T. M. (1989). "The effects of cross-cultural differences on intrapersonal communication." In Roberts, C.V., Watson, K.W. & Barker, L.L. (Eds.) Intrapersonal Communication Processes: Original Essays (pp. 456 - 478). New Orleans, LA: SPECTRA.

2. Kashima, Y., & Triandis, H.C. (1986). The self-serving bias in attributions as a coping strategy. Journal of Cross-Cultural Psychology, 17, 83-97.

COMMUNICATION AND DIVERSITY

BIBLIOGRAPHY

General Sources

Anderson, J.A. (1988) Cognitive Styles and Multicultural Populations. Journal of Teacher Education, 38, 1-8.

Brodie, H.K. (1989, September 9). No we're not taught to hate, but we can overcome instinct to fear 'the other.' Los Angeles Times, Part II, p. 16.

Colombo, G., Cullen, R., & Lisle, B. (1992) Rereading America: Cultural Contexts for Critical Thinking and Writing. New York: St. Martin's Press.

Copeland, L. (1988). Valuing workplace diversity. Personnel Administrator, 11, 38-39.

Hess, B., Marson, E.W., and Stein, P.J. (1988). Racial and Ethnic Minorities: An Overview. In P. Rothenberg (Ed.), Racism and Sexism: An Integrated Study. New York: St. Martin's Press, 1988.

Jussim, L., Coleman, L., & Lerch, L. (1987). The nature of stereotypes. Journal of Personality and Social Psychology, 52, 536-546.

Sources for issues related to people who are differently abled

Dahnke, G.L. (1983). Communication between handicapped and nonhandicapped persons: Toward a deductive theory. In M.L. McLaughlin, (Ed.). Communication Yearbook 6 (pp. 92-135). Beverly Hills, CA: Sage Publications.

Davis, F. (1961). Deviance disavowal: The management of strained interaction by the visibly handicapped. Social Problems, 9, 120-132.

Ehrenhaus, P. (1987). Discourse, gender, and judgmental confidence. In L. P Steward and S. Ting-Toomey (Eds.) Communication, gender, and sex roles in diverse interaction contexts (147-160). Norwood, NJ: Ablex Publishing Corporation.

Hurt, H.T., & Cook, J.A. (1979) The impact of communication-handicapped students on high-school teachers' expectations, interaction anxiety, and interpersonal perceptions in regular education classes. Communication Quarterly, 27, 38-46.

Sources for Gender issues

Arliss, L.P. (1991). Gender Communication. Englewood Cliffs, NJ: Prentice Hall.

Borisoff, D. & Merrill, L. (1992). The power to communicate: Gender differences as barriers (Second Edition). Prospect Heights, IL: Waveland Press.

Breakwell, G. (1979). Women: Group and identity. Women's Studies International Quarterly, 2, 9-17.

Gilligan, C. (1982). In a different voice. Cambridge, MA: Harvard University Press.

Gurin, P., & Townsend, A. (1986). Properties of gender identity and their implications for gender consciousness. British Journal of Social Psychology, 25, 139-148.

Hall, J.A. (1984). Nonverbal sex differences. Baltimore: Johns-Hopkins University Press.

Lakoff, R.T. (1990). Talking power: The politics of language. New York: Basic Books.

Pearson, J.C., Turner, L.H., & Todd-Mancillas, W. (1991) Gender & Communication (Second Edition). Dubuque, IA: Wm. C. Brown.

Skevington, S., & Baker, D. (Eds.). (1989). The social identity of women. London: Sage.

Tannen, D. (1990). You just don't understand: Women and men in conversation. New York: William Morrow.

Williams, J. (1984). Gender and intergroup behavior. British Journal of Social Psychology, 23, 311-316.

SpC 280 - COMMUNICATION AND DIVERSITY

Sources for Racial issues

Allport, G. (1954). The nature of prejudice. New York: Macmillan.

Brewer, M.B., Miller, N. (1988). Contact and cooperation: When do they work? In P. Katz & D. Taylor (Eds.), Eliminating racism. New York: Plenum.

Devine, P. (1989). Stereotypes and prejudice. Journal of Personality and Social Psychology, 56, 5-18.

Hecht, M., & Ribeau, S. (in press). Sociocultural roots of ethnic identity. Journal of Black Studies.

Hecht, M., Ribeau, S., & Alberts, J. (1989). An Afro-American perspective on interethnic communication. Communication Monographs, 56, 385-410.

Hecht, M., Ribeau, S., & Sedano, M. (1990). A Mexican-American perspective on interethnic communication. International Journal of Intercultural Relations, 14, 31-55.

Hofman, T. (1985). Arabs and Jews, Blacks and Whites: Identity and group relations. Journal of Multilingual and Mutlicultural Development, 6, 217-237.

King, M.L., Jr. (1958). Stride toward freedom. New York: Harper & Row.

Kochman, T. (1981). Black and White: Styles in conflict. Chicago: University of Chicago Press.

McConahay, J.B. (1986). Modern racism, ambivalence, and the modern racism scale. In J. Dovidio & S. Gaertner (Eds.), Prejudice, discrimination, and racism. New York: Academic Press.

Rich, A.L. (1974). Interracial Communication. New York: Harper & Row.

Suzuki, B.H. (1989) Asian Americans as the 'Model Minority.' Change, 21, 13-19.

Thomason, T.C. (1991). Counseling Native Americans. Journal of Counseling and Development, 69, 321-327.

van Dijk, T. (1984). Prejudice in discourse. Amsterdam: Benjamins.

Sources for Culture/Ethnic Issues

Alba, R. (1990) Ethnic identity: the transformation of white America. New Haven, CT: Yale University Press.

Barth, F. (1969). Ethnic groups and boundaries. London: Allen & Unwin.

Boucher, K., Landis, D., & Clark, K. (Eds.). (1987) Ethnic Conflict. Newbury Park, CA: Sage.

Brewer, M. B. (1981). Ethnocentrism and its role in interpersonal trust. In M. Brewer & B. Collins (Eds.), Scientific inquiry and the social sciences. San Francisco: Jossey-Bass.

Carroll, R. (1988). Cultural misunderstandings: The French-American experience. Chicago: University of Chicago Press.

Davidson, A., & Thompson, E. (1980). Cross-cultural studies of

attitudes and beliefs. In H. Triandis & R. Brislin (Eds.), Handbook of cross-cultural psychology (Vol. 5). Boston: Allyn & Bacon.

Detweiler, R. (1975). On inferring the intentions of a person from another culture. Journal of Personality, 43, 591-611.

Detweiler, R. (1978). Culture, category width, and attributions. Journal of Cross-Cultural Psychology, 11, 101-124.

DeVos, G. (1975). Ethnic pluralism. In G. DeVos & L. Romanucci-Ross (Eds.), Ethnic identity, Palo Alto, CA: Mayfield.

Ehrenhaus, P. (1983). Culture and the attribution process. In W. Gudykunst (Ed.), Intercultural communication theory. Beverly Hills, CA: Sage.

Gao, G. & Gudykunst, W.B. (1990). Uncertainty, anxiety, and adaptation. International Journal of Intercultural Relations, 14, 301-317.

Garreau, J. (1981). The nine nations of North America. Boston: Houghton Mifflin.

Geertz, C. (1973). The interpretation of cultures. New York: Basic Books.

Gerbner, G. (1978). The dynamics of cultural resistance. In G. Tuchman et al. (Eds.), Health and home. New York: Oxford University Press.

Giles, H. Bourhis, R., & Taylor, D. (1981) The role of language in ethnic group relations. In H. Giles (Ed.), Language, ethnicity, and intergroup relations. London: Academic Press.

Glazer, N., & Moynihan, D. (1975). Ethnicity. Cambridge, MA: Harvard University Press.

Gorden, M. (1964). Assimilation in American Life. Oxford, UK: Oxford University Press.

Herman, S., & Shield, E. (1961). The stranger group in a cross-cultural situation. Sociometry, 24, 176.

Hewstone, M., & Giles, H. (1986). Stereotypes and intergroup communication. In W. Gudykunst (Ed.), Intergroup communication. London: Edward Arnold.

Hraba, J., & Hoiberg, E. (1983). Origins of modern theories of ethnicity. Sociological Quarterly, 24, 381-391.

Pettigrew, T.F. (1978). Three issues in ethnicity. In Y. Yinger & S. Cutler (Eds.), Major social issues. New York: Free Press.

Pettigrew, T.F. (1979). The ultimate attribution error. Personality and Social Psychology Bulletin, 5, 461-476.

Roosens, E. (1989). Creating ethnicity. Newbury Park, CA: Sage.

Schwartz, S. (1990). Individualism-collectivism: Critique and proposed refinements. Journal of Cross-Cultural Psychology, 21, 139-157.

Stephan, W.G., & Rosenfield, D. (1982). Racial and ethnic stereotyping. In A. Millar (Ed.), In the eye of the beholder. New York: Praeger.

Stephan, W.G., & Stephan, C.W. (1989). Antecedents of intergroup anxiety in Asian-Americans and Hispanic-Americans. International Journal of Intercultural Relations, 13, 203-219.

Ting-Toomey, S. (1985) Toward a theory of conflict and culture. In W. Gudykunst, L. Stewart, & S. Ting-Toomey (Eds.), Communication, culture, and organizational processes. Beverly Hills, CA: Sage.

Triandis, H.C. (1983). Essentials of studying culture. In D. Landis & R. Brislin (Eds.), Handbook of intercultural training (Vol. 1). Elmsford, NY: Pergamon.

Triandis, H.C. (1988). Collectivism vs. individualism. In G. Verma & C. Bagley (Eds.), Cross cultural training across the individualism-collectivism divide. International Journal of Intercultural Relations, 12, 169-289.

Triandis, H.C., Leung, K., Villareal, M., & Clack, F. (1985). Allocentric vs. idiocentric tendencies. Journal of Research in Personality, 19, 395-415.

Trilling, L. (1968). Beyond Culture. New York: Viking Press.

Vassiliou, V., Triandis, H.C., Vassiliou, G., & McGuire, H. (1972). Interpersonal contact and stereotyping. In H. Triandis (Ed.), Analysis of subjective culture. New York: John Wiley.

Sources for Sexual orientation issues

Hoagland, S. L. (1989). Lesbian Ethics. Palo Alto, CA: Institute of Lesbian Studies.

SpC 280 - COMMUNICATION AND DIVERSITY

Sources for Religious intolerance issues

Greeley, A. (1989). Protestant and Catholic: Is the analogical imagination extinct? American Sociological Review, 54 485-502.

Rubin, T.I. (1990). Anti-Semitism: A disease of the mind. New York: Continuum.

Tempest, R. (1990, June 12). Hate survives the holocaust: Anti-Semitism resurfaces. Los Angeles Times, pp. H1, H7.

Sources for Class issues

Slobin, L., Collins, M., Crayton, J., Feldman, J., Jaccard, J., Rissman, K., & Weldon, D. (1972). Culture assimilator: For interaction with the economically disadvantaged (Vol. 1). Department of Psychology, University of Illinois (available from National Technical Information Service, Springfield, VA).